Title of Lesson: Contractions

Subject: Language Arts

Grade Level: 1st

Teacher: Karen Moede

Objective:

The student will correctly match 4 out of 5 contractions to the two words that make up the contraction.

SCSDE Curriculum Standard(s) Addressed:

Standards:

**Standard 1-3:** The student will learn to read by applying appropriate skills and strategies.  
**Standard 2-4:** The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of **voice**, and correct use of the conventions of written **Standard American English**.   
**Standard 3-3:** The student will use word analysis and vocabulary strategies to read fluently.

Indicators:

**1-3.6:** Use structural analysis to determine the meaning of **compound words** and contractions.

**2-4.6:** Edit for the correct use of written **Standard American English**, including punctuation

(Apostrophes in contractions, commas in a series, commas in dates, and, quotation marks to

show someone is speaking)

**3-3.7:** Spell correctly (words that have blends, contractions, **compound words**, orthographic

patterns (for example, *qu,* consonant doubling, changing the ending of a word from *-y* to *–ies*

when forming the plural), and common **homonyms**)

Prerequisites:

Students should be familiar with and know how to spell the two words that make up a contraction. The students should be aware of the meaning of the two words that make up a contractions. The students should be familiar with how to take two words and make them a contraction.

Materials/Preparation:

1. Interactive Whiteboard Flipchart

2. Contraction word hearts  
3. Half hearts (Each half with one of the two words that make up the contraction)

4. Alexander and the Terrible, Horrible, No Good, Very Bad Day By: Judith Viorst

Procedures:  
1. Have the students sit on the rug for story time. Explain to the students they will be listening for contractions.

2. Ask the students to raise their hand quietly each time they hear a contraction.

3. Read: Alexander and the Terrible, Horrible, No Good, Very Bad Day By: Judith Viorst

4. Call on the students at the end of each page to share the contractions that they heard on the page.  
5. Have the students return to their seats.

6. Review with the students how contractions are made by asking, “Which word do we keep?” (The first word) and then what do we do with the second word? (Change it, drop a letter and add an apostrophe)  
7. Review the different endings with the students on the white board using containers. Display the words: not, is, have, are, had, will and would. Next to each word have an equal sign and an empty box. (See flipchart)

8. At the bottom of the page the endings will be displayed. Students will move the appropriate ending into the box next to the word it matches. If it is correct it will cheer and if it is incorrect the word will bounce back.  
9. The next slides will display a contraction word and two empty boxes below it. At the bottom of the board there will be multiple words for students to choose from.

10. The student will again move the correct first word and the correct second word that make up the contraction into the appropriate boxes. If the word is incorrect it will bounce back, but if the word is correct it will cheer.

11. Break the students into small groups.

12. Then students will be given contraction hearts. On one heart there is a contraction word. The two words that make up the contraction are cut in half and the students must match them to make the heart whole.   
13. The students will work together to match the contraction words with the words that make up the contraction. The two words on half hearts should be placed on top of the contraction heart.

Assessment:

The student correctly matched 4 out of 5 contractions to the two words that make up the contraction.

Adaptions and Accommodations:

1. I will place my English as Second Language students in groups with students who are more advanced and can help them read the contraction words.

2. The interactive whiteboard bounces incorrect responses out of the boxes for immediate feedback giving students multiple opportunities to figure out the correct words or endings.

Follow-up Lessons/Activities:

1. The interactive whiteboard program could be used as a center where multiple students could practice their contraction words independently or in small groups and gain immediate feedback.

2. Students could each be given a different contraction, use it in a sentence and illustrate it. Then the student’s work could be bound to become a class contraction book.

Reflection: